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ABSTRACT

This document offers materials for a year-long course on general basic reading skills that was part of a workplace literacy project developed by Mercer County Community College (New Jersey), and its partners. The document contains the following: (1) outlines (each of which contains objectives, a topical outline, and list of textbooks) for two parts of the course; (2) diaries describing how a teacher conducted each part of the course; (3) lists of sample vocabulary; (4) lists of supplies, equipment, and procedures for particular work tasks (cleaning a restroom, cleaning a water fountain, and cleaning a showerroom); (5) handouts containing questions for the learner to answer in writing; and (6) spelling assignments. Ten references are listed. (CML)

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READING FOR BASIC UNDERSTANDING

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OVERVIEW OF WORKPLACE LITERACY PROJECT

Skills for Tomorrow, NOW

The Workplace Literacy Project resulted from a Department of Education grant, plus in-kind contributions from a partnership with General Motors Inland Fisher Guide Plant, Princeton Plasma Physics Laboratory, and St. Francis Medical Center. The project is an attempt to find solutions to the growing "skills gap" in industry today. More than 25 million Americans cannot read the front page of a newspaper. In addition, workers whose average ages are rising, must produce in a technological environment that may not have existed when they began working. This lack of knowledge makes it difficult to compete in a technologically changing workplace. Moreover, an increasing number of immigrants have entered the workforce with limited English communication skills. In response to this growing need, the Federal government provided a grant to Mercer County Community College and its partners to develop ways to enrich and expand employees' basic workplace knowledge. The aim of the project was also to improve the self-esteem of the participants.

Support for the project was solicited from all levels of company management and the unions. In addition, an advisory council, comprising key management and employees from each company determined the design, goals, and time-frame of the project. Each company provided a liaison person from their site, and MCCC hired a director to manage the program. Employee release time for classes was site-specific.

Participation in the program was voluntary. Information about classes was disseminated through company letters, flyers, union notices, notices included with paychecks, and open forums with supervisors and employees.

The ABLE test was used for normative pre and post testing. Other types of evaluations varied from course to course. MCCC counselors met with each student to discuss present and future educational objectives.

Courses were offered in reading, business writing, math, science, and English as a Second Language. In addition, there were workshops in problem solving, stress management, and other work survival skills. The curricula for the courses were customized for each worksite to be as job focused as possible.

It is our hope that this program will serve as a model for other organizations to empower their employees with the skills needed to succeed in the changing technological workplace, today and in the future.

COURSE OUTLINE

READING FOR BASIC UNDERSTANDING

Basic literacy course which focuses on teaching students to read material they use at their workplace as well as on general basic reading skills. Workplace manuals and textbooks are used.

OBJECTIVES

Upon completion of this course, students will be able to:

- Read material they need to understand at their workplace
- Read material they need to understand outside of their workplace
- Read material of their own choosing

TOPICAL OUTLINE

Topics covered include the following:

- Silent e rule
- Vowel identification
- Syllabication
- Suffixes
- Vowel sounds
- Word families
- Dolch words/300 frequently used words in rank order
- Initial and final blends
- Initial digraphs
- Compound words
- Diphthongs
- Cursive writing
- Homonyms/homophones
- Pronouns
- Contractions/possessives
- Uncountable and countable nouns

OTHER

- Basic Literacy is an ongoing, year round class

TEXTBOOKS

Echaore-Yoon, S., Reading Skills that Work - Book 1, Contemporary Books, Chicago, 1991.
Spache, Evelyn B. and George D., Project Achievement: Reading, Scholastic, 1978.
Harris, Tim., Practical English,Harcourt Brace Jovanovich, Inc. 1987.
Brooks, Lloyd D., Math for Workplace Success, Paradigm Publishing International, MN, 1991.
Levin, Beatrice Jackson, Real Life Reading, .Scholastic, 1990.
Rice, Gail V., Focus on Phonics, Books 2b, 3, and 4. New Readers Press, Syracuse, NY, 1980.
TPC Training Systems, Plant Safety, Barrington, Illinois, 1974.
Ackert, Patricia, Insights and Ideas, CBS College Publishing, NY, 1982.
Seiger, Barbara, Mastering Spelling, Cambridge Book Company, NY, 1985.
Scholastic Magazines, Inc., Action Unit, Book 2, 1970.

Reading for Basic Understanding

Week 1 Went over word list, "Important Words and Phrases"
Discussed the following regarding the words:
a. silent e rule
b. vowel identification
c. number of syllables equals the number of vowel sounds
d. suffix -tion

Read first page from Cruise and will start creating word bank from it.

Homework: finish Cruise (chapter 1) and go over First Aid words
" : First-Aid Words & Ammonia Cleaner
Job Description: Custodian-Group Leader

9/18-19/91
Went over "short a" words as a basis for word families
Discussed First-Aid Words (assignment)
Finished Chapter 1 of Cruise and began individualized word bank from it
Homework: review short a words; practice reading them aloud. Do of much of "Ammonia Cleaner" as possible
Announced quiz on Important Words & Phrases (9/16-17)
They wrote their own job descriptions for "Custodian", then read & discussed job description for custodian
Went over assigned homework

week 2 (9/23-24/91)
9/23 Went over homework, "Ammonia Cleaner". Discussed words that were difficult in the reading and tried to assess how to figure them out.
Studied 3 ways of making "long a": a_e, -ai-, and -ay. Will make word families from the different patterns.
Read and discussed the first 2 paragraphs of "Cleaning Plumbing Fixtures".
Teacher requested terminology regarding a custodian's job, and wrote them on the board. Assignment was to write a job description for a custodian.

9/25/91 Went over half of the Dolch 220. Students identified troublesome words as they read them silently. From these words, they wrote each on an index card and made a sentence with it on the back. Went over their job descriptions of a custodian, then read the one provided. Proved to be very hard. Homework: practice the job description; make as many words from "-ake" as possible.

9/24/91 Went over homework from Real Life Reading Skills, pps. 6-7.
Asked for words associated with cleaning the rest room and wrote them on the board as they were dictated. This was preparation for "Cleaning Plumbing Fixtures", of which the preface was discussed and read silently and orally.
Gave each student a copy of the Dolch Basic 220 Sight Words, went over half of them; analyzed problems they had when they misread them.
Studied 3 ways of making "long a" (see previous lesson
Assigned homework: went over vocabulary for pps. 8-10 in Real Life Reading Skills which is to be done by 9/26. Students are to write as many words as possible in the following families: -ape, -ame, -ane, -ake to reinforce the concept of rhyming. They don't seem to understand that yet. Also assigned were an additional 2 pages of "Cleaning Plumbing Fixtures".

9/26/91 Only one student present. Completed reading the Dolch 220. He will copy each missed word and write an original sentence on the back of the card to assist memorization in context.

Did pps. 8-10 in Real Life Reading Skills. Needs more assistance in careful reading as he still has problems with insertions/deletions.

Went over his homework of the -ame, -ane, and -ake word families. Added blends.

Although aware of the word "apostrophe", he was not certain about its usage. Discussed and explained usage.

Student admitted to confusion regarding words with "double c" in them, as in accident. Wrote some on the board. Unclear as to cause of confusion since he knows of the i/e rule influencing sound of "c".

Reviewed some of the unknown words in the plumbing article.

10/1/91 Reviewed each student's word bank. Through reading the word in context on tne reverse side of the 3x5 card, I discovered virtually no spelling capability in one student. The small sight words, in particular, are problematic, probably because they're intangible. Traced words that could be read at sight. Continued with the first unit of Real Life Reading Skills, reading signs and labels. Comprehension varied between fair and good. Finished with the next page of "Cleaning of Plumbing Fixtures" at which the students were unpredictably successful. They read, at sight, error-free, material that dealt with untechnical but polysyllabic terms associated with cleaning various fixtures of lavatories. Their comprehension was also flawless. The rigger read as fluently and in as relaxed a fashion as the plumber.

10/2/91 Reviewed long a for the final time, this time adding 3-letter blends before the vowel patterns. I'm still trying to get one member to sound out instead of spell, using the example of "cat" being spelled "see-ay-tee", and that there is no sound-letter correspondence in most cases. I think he got the point, but it'll probably be a hard habit to break.

Real Life Reading - went over pps. 7-8, Highway Signs. They're to write the asnwers for homework.

Finished first page of "Plumbing Fixtures", they're to continue the next page for homework, as well as finish the Dolch 220 to ascertain which words they don't know.

9/30/91 Reviewed Dolch sight words of each student he had written on 3x5 cards. If he knew it, he could rewrite it in color to show that he'd mastered each word. Added -ai- words to the long a. Went over -ake words students had made up for homework. They say they're too busy to read at home. Discussed "Signs on the Highway" pp. 6-7 from Real Life Reading Skills. They were amazed that they could read the words as they appeared on road signs, but not without that context.

The "ESL" student is making faster progress because he started the class not even knowing the letters of the alphabet in English. Because of his apparent literacy in his first language, he's making good progress. He hasn't accumulated unproductive decoding skills, but is frustrated that English letters make different sounds at different times.

10/3/91 Began a group journal today to encourage expression through writing. Reviewed Dolch list. Each student colored the words he knew at sight. Began short e vowels. Reading Skills That Work - pps. 14-15. Reading words that explain road signs; the same for the copy machine. (Plumbing Fixtures)

10/8/91

New student came for the first time today. Seems much more advanced than others, but only at the sight level. Still seems to need some decoding skills.

Reviewed word bank of one student who still has difficulty distinguishing from -ell from -all words. Reviewed short e by going over p. 51 in Sounds & Rhythm, which had been their homework. As it turned out, the assignment was good because it made them form questions, from which past participial forms were touched upon.

Discussed vowel patterns that made e long; compared and contrasted long and short e words. They read a column of short e words and found the corresponding long e pattern. Continued "Cleaning Plumbing Fixtures" p. 20, 2.09-2.12. They seem to be gaining confidence

One student had to leave early, so he dictated to me while the others were doing the "e" comparisons.

10/10/91 Reviewed word banks. "Using Medicine", Real Life Reading Skills, pps. 20-21. Students had never heard of merthiolate. Pps. 14-15, Reading Skills that Work: a preview to scanning. Students looked at portrayed road signs, dictated what they meant (which I wrote on the board), then scanned the answers in the book to match signs with their meanings. This showed them the value of knowing vocabulary beforehand. Final blends -st, -sk, -lt, -lk, -lf, Discovering Phonics We Use (p. 24) This was need reinforcement, as it was NOT easy. "Cleaning Plumbing Fixtures", p. 21, 2.14. This generated a discussion about the exact nature of a "lavatory" which the plumber is assigned to look up and report to us.

Homework: Read Life Reading Skills, pps. 26-27 (sale information)
Sounds & Rhythm: review of long e, p. 49. They also have to construct sentences from given long e words.

10/9/91 Reviewed word banks, added new words. Went over homework from Real Life Reading Skills, pp. 7-8. Went over vocabulary for pps. 9-10, "On the Street". Tony's Portuguese is sometimes an interference and sometimes helpful since he's literate in it. A student brought in an interview from the newspaper and attempted to read some of it; he said this was a first for him. Continued "Plumber" article: p. 21, 2.12. They're beginning to learn to look at vowel patterns as an aid to decoding.

10/11/91 Short e: spelled words to corresponding pictures. They tended to add too many letters to represent the sound. Real Life Reading Skills homework, pps. 9-10 (On the Street) presented no real problems. Sounds & Rhythm homework assignment (for short e reinforcement) is p. 51, parts B and C. One student needs work on contractions and embedded plurals.

10/14/91

Distributed "300 Frequently Used Words in Rank Order". They are to learn column one. Students now are aware that longer words aren't the problem, but the shorter ones are. They also noticed that the most frequently used words are the shortest ones. They are to compare this list with the Dolch 220 list previously being used. We have yet to get past "s" in that list, and they mention having difficulty with words beginning with "w", so this will be top priority.

We had to do the Sounds and Rhythm assignment from 10/11 in class, as only one student had attempted it. With every passing day, they become more clearly aware that they've been making the spelling of short vowel words more complicated than it is, and that the vowel is equally important in decoding as the consonants. I gave one student "cute" as part of his word bank sentence. All were amazed that that word didn't have a "q" in it.

10/16/91 "...300 Words..." first column troublesome words were added to wordbanks.

Digraphs sh-, wh-, ch-, and th-, in initial position, were introduced.

"Cleaning Plumbing Fixtures": Paragraphs 2.13-2.15 were read orally. Word attack strategies were discussed as difficulties arose. The errors are becoming more of the decoding type; for example, scrubbing (pad) instead of scouring; shining for shiny.

Students are definitely of a different frame of mind, doing homework more consistently, even going ahead on occasion.

The ESL student has an astonishing way of phonetic notation on his wordbank cards, so he tells me he's unable to color them yet since he's still reading his unique notation.

10/15/91 Went over Sounds & Rhythm homework on long e. They didn't seem to have trouble with it. Reviewed word banks; one member, in particular, seems to be assiduously going over his and recalls his troublesome words. Distributed "The 300 Most Frequently Used Words in Rank Order". They are to learn column one. They were able to ascertain that columns 1 & 2 contained the shortest words and that those words were the most frequently used, therefore, there's a need to know them at sight.

Went over homework from Real Life Reading Skills, pps. 26-27.

Read "Cleaning Plumbing Fixtures" to p. 21, 2.19. Distributed 7 comprehension questions I had devised in which they had to both answer the question and tell its location by paragraph number.

10/17/91

Initial consonant blends from Discovering Phonics We Use, p. 26. One member has incredible trouble hearing the second letter.

We looked at second and third columns of "...300..." Words. They discovered that these words were easier than column 1. They will work on them for homework.

They were totally amazed that "their" and "there" were two different words, spelled differently and with different meanings. They were initially unable to give me two different meanings for the word, knowing only the adverbial one. Giving examples and getting them to took up a much longer time than I'd anticipated. All added "their" to their word banks.

Went over the comprehension questions for the "Plumbing" selection. All did quite well except for one, who said he was "lost". Fortunately, he'll have another chance on the second half. One member is very fluent, but works too quickly to be accurate. Amazingly, all knew "deteriorate" in context though never having encountered it; it was more difficult for them to find its synonym in the passage.

10/21/91

The second column of "...300 Words... was quite difficult for 2 of the members; it took numerous examples before they could understand the difference between "then" and "than". The same is true of "its" and "it's". Much incidental teaching (as needs arise) has prevented us from keeping on schedule.

We went through question 4 on the comprehension questions from the "Cleaning Plumbing Fixtures" article.

10/23/91

Reviewed short e and introduced long e spelling patterns, -ee- and -ea-. Compared and contrasted spelling and sounds, i.e., den-dean, bed-bead. This completely floored one member who says that this is where is stumbling block is.

Went over vocabulary in Real Life Reading Skills for "Label", p.11. They will do p. 12 for homework.

For homework, also, was unit 19 in Sounds and Rhythm to reinforce long e.

One member, the carpenter, has agreed to make a tachistoscope for each member. If they use this outside of class, I feel it will clear up many vowel confusions for them, especially the ESL student. This will also enable them to be able to better determine what parts of a word change as they manipulate the slider.

They seem to have become very discouraged about their perceived lack of progress. The consensus seems to be that they feel that their jobs are really easy compared to coming to reading. Since it was brought up at the end of class, I didn't have a chance to think through an response, but told them that they had to unlearn previously unsuccessful compensating strategies. Actually, I think I need to tell them that they must put in twice as much time outside of class as they do in class.

10/22/91

From Real Life Reading Skills, went over pps. 28-29, "How to Use Appliances". They still don't understand directions even though they can decode them.

Initial digraphs sh-, th-, ch-, and th- from "Discovering Phonics We Use", p. 19.

Plumbing article: read orally to end. Discussed strategies to decode unkown words. They're still reading material that's related to their jobs much more fluently than words at sight out of context. Unfortunately, it's still the small words that create decoding problems.

Started contractions in terms of what they mean. The fact that "'s" and "'d" have two different meanings seemed to be quite a revelation to them. "Its" and "it's" also created some confusion in terms of meaning.

10/24/91

Reviewed wordbanks. Went over comprehension questions from plumbing article. They were much more confident this time and showed a better understanding of what was expected.

For homework, I assigned a teacher-made worksheet on "to/too/two", and there/their. They also have 2 pages from Real Life Reading Skills to read and answer questions about, as well as a page from Discovering Phonics We Use. They are starting, for the most part, to develop responsible attitudes about doing outside assignments.

10/28/91

Reviewed word banks. Still having trouble decoding the wh- and th- words. They hadn't completed the assignment in Real Life Reading Skills, so we did it in class.

They had done most of the assignment (long e) in Sound and Rhythm. It seems that a small light dawned on one of the students about the rule concerning two vowels.

Assigned the questions for the remainder of the plumbing article, Chapter 2. They seem to be at a critical time in their progress. They are still somewhat resistant to doing homework because it "takes too long". Actually, it probably does take a long time because of the inefficient strategies they've been accustomed to using.

10/30/91

Went over the comprehension questions. It was very slow going. We spent the entire period on the ten questions, and one student hadn't even done it because he'd been absent. In general, they could find the paragraph in which the answer was located but seemed unable to locate a specific sentence. One student had marks all over the article, indicating he'd been working on it at home, yet he was having incredible difficulty in class with oral reading. He was quite agitated, saying that he was able to do much better at home. I questioned whether he was reading silently or orally at home, and he said it was a bit of both. I told him that he should tape the at-home version and play it for me in class, and that he should always try to read silently first because it's too time-consuming to read orally and will be a difficult habit to break.

Assigned columns 4 and 5 from ...300 Words...for wordbanks, pr- blends (Discovering Phonics We Use, p. 31) and the selection from a man's journal who is learning to improve his reading through a "Literacy Plus" program.

* * * * * * *

10/29/91

Went over pps. 30-31 in Real Life Reading Skills. There were few comprehension or decoding problems until the question regarding compound words. The book gave fiberglass as an example and asked for another compound word from the selection. One student thought the answer was "fiber"; he'd thought of a different meaning for the word "compound" than the one meaning two words together.

In the "to/two/too" and "there/their" assignment, they had little difficulty except for the latter. There is still confusion regarding the meaning of the '.

10/31/91

Did p. 23 in Phonics We Use, final blends -nt, -nd, -nk, -ng, and mp. One member still has difficulty in hearing blends, but not diphthongs. I wrote initial consonant substitutions with given words, i.e., ba__ = bank = blank. All are getting much better at this.

Real Life Reading Skills: pp 32-33. Went over troublesome vocabulary, of which there was little. One member had difficulty with "terminals" at the end of the selection, yet had known it earlier on although the usage was identical.

I pointed out to them that I had not, during the course of the eight weeks I'd been teaching them, just outright told them a word they couldn't decode. They seemed somewhat confused and dubious about this but realized the sense of it when I said that just saying that they've decoded the word wrong and not giving them strategies for analyzing their mistakes is not very helpful. I'm trying to give them tools to help themselves, not become dependent on a better reader.

11/4/91

We spent quite a long time discussing needs, aspirations, etc. Students expressed dissatisfaction with their jobs and people's perceptions of them. This took over an hour.

Went over columns 4-5 of ...300 Words...They still do not seem to have worked out strategies for decoding. Hopefully the tachistoscopes will be ready by the next lesson and they will be able to work on vowels and blends outside of class in a novel way.

11/6/91

Distributed handwriting sheets. They describe in a step-by-step process that cursive can be achieved by mastering 5 strokes. The need for handwriting practice is great with this group. Their manuscript is inefficient and inconsistent; some letters are upper case in the middle of words. It is to be hoped that incorporation of cursive will facilitate reading skills.

Added words from columns 4 and 5 to their word banks. Made up sentences for the backs of the cards to reinforce unknown words through context.

Went over pages 30-31 of "Discovering Phonics We Use" (E) covering initial r and l blends. They still have difficulty hearing individual sounds in the correct order, but improvement is evident.

11/5/91

Went over spelling variations -ie and -igh for long i.

Went over each student's job description (as defined by PPPL) individually. They were to circle all words specifically pertinent to their positions to help them learn to read and spell vocabulary connected to their jobs.

Went over work prior to chapter 1 of Plumbing article.

11/7/91

Went over job description for a janitor at Princeton University. Reread to find compound words.

Previewed vocabulary for chapter 1 from preface - 1.06.

Distributed outline for same. They are to complete it for homework.

Went over initial l blends (see 3399, 11/6)

Reviewed use of apostrophe for contraction and meaning of possessive pronouns.

This group has developed a positive attitude about reading and have members of their families helping them with their assignments when necessary.

11/11/91

Went over homonyms for "to" and "through". They found it somewhat difficult, saying that they'd never thought of it before. It does no good to refer to the words by their parts of speech in order to clarify spellings, so the way that seems to connect is by stressing usage, the same approach that seems to work the best in ESL instruction. Their assignment was a teacher-devised worksheet on the subject of "to-two-too".

Since there was confusion about the meaning of "their", we discussed all personal pronouns, and that they must agree in number.

We went over "How Do You Clean the Curtains?" from Real Life Reading Skills. They had some difficulty in understanding the concept of a compound word. There was some problem also with sequencing according to paraphrased directions.

We completed the reading of Ted's journal. Their interest was very intense and they definitely connected with the insecurities expressed therein.

11/13/91

The homonym worksheet (to, etc.) proved to be very difficult. They were able to describe their own ways of looking at the troublesome "to/too" choices. Since the "ESL" student was expressing that he was having a lot of difficulty with this, I took it from a listening approach and explained that "too" was of longer duration than (the preposition) "to", which generally becomes reduced in speech to "ta". It seemed to have become clearer but will obviously need reinforcement.

We went over the "their/there/they're" (and forms) in class. They were quite confused, so I will just concentrate for the time being on the first two.

Read/discussed a Timex Advertisement which was unique. The ESL student cogently questioned what the text had to do with the watch. More significantly, he said that he would have just passed by it without reading since the model was obviously wearing a Timex. Maybe he will start reading things (if he ever has time).

11/12/91

Went over homework on contractions/possessives. There was some confusion, but it seems that this exercise provided the necessary clarification.

We also went over the troublesome vocabulary from the assignment of Chapter 1 in the Plumbing readings. Trying to get each student to devise his own strategies for sounding out. Assigned an outline for homework for p. 5 which discusses the 4 types of flooring commonly found in restrooms.

Prior to assigning pps. 41-41 of Real Life Reading Skills, we went over vocabulary for the chapter on applying for a license. I've asked the students to consider the remaining material in the text to see if they want to discuss filling out job applications, etc. that might have no relevance to their positions. They said they choose to cover the entire book.

11/14/91

Went over pps. 32-33 in Discovering Phonics dealing with 3-letter blends, initial position. The spellings were not difficult since they were given the choices.

We read over long i phrases/sentences as appeared in Chapter 17 of Sounds and Rhythm. For homework, they have to make up complete sentences with given words with the long i vowel patterns.

We went over the 4 types of wall surfaces about which they will read in the plumbing article, p. 6. Instead of outlining, I've asked them to take notes on what they consider to be the most important points about the 4 types. This is in preparation to asking them comprehension questions about the material and to answer they can use only their notes.

11/18/91

Went over vocabulary for chapter 1 in Practical English (2), a reading text, which will be abbreviated as PR.

Reviewed "to" and homophonic forms. Seemed to be clearer this time.

Went over homework, Discovering Phonics, p. 32

For the beneit of the student who was absent, we went over the first exercise, dealing with the use of much (uncountable nouns) and many (countable nouns) as well as number agreement with the two.

11/20/91

Post Test: ABLE

11/19/91

From Sounds and Rhythm, we went over long i patterns (i_e, -igh-) They had to make up sentences with given pairs.

Discovering Phonics, pps. 37-38. A review of long/short a. They have mastered the fact that "short" vowels have 1 vowel per syllable, and that "long" vowels have 2. I have been trying to explain this for the previous 9 weeks, but until they come to it themselves, it doesn't make any difference how many times it's explained.

Went over homework from Real Life Reading Skills, pps. 42-43. Had some difficulty on longer words involved in filling out an application for a license. Started indentifying number of syllables in the word and how the vowel sounds apply. Hopefully, they will be able to do this more independently later on.

11/21/91

Post test: ABLE

One student in each group has started an oral journal with me. They choose a topic about which they want to talk, tape it, and I transcribe it for them. The rationale behind this method is to show them that what they say has as much validity in print as the material that they find intimidating. In other words, they get to see themselves "in print". It's still too early to judge the effectiveness of this method, but the definitely go over it when it's returned to them. I also add my own comments which they have to decode. I don't use easy reading vocabulary. I want them to infer meaning from context.

Another method that seems promising is a design I had one of the students put into effect: each student has, thanks to my carpenter student, a hand-held device which has 3 different slots for initial consonants/blends/digraphs in the first, vowel sounds in the second, and final consonants/blends/digraphs in the third. Each part of the word is mounted on aluminum sticks and they change as the stick is slid up or down and letters are viewed through three "windows". In this way, their spelling should improve because they will be able to control which letters change. In particular, members of 3398 were fascinated by it. I got the idea because when they hear a one-syllable word which they can spell, they have no idea how to spell another one that is like it except for one letter. I hope they'll be able to differentiate sounds better through practice with this device. It's also a handy gadget to use while waiting for a green light on Route 1.

Reading for Basic Understanding

Sample Vocabulary

ammonia
bathroom
broom
brush
bucket
cart
ceramic
chemical
clean
cleanser
custodian
descale
detergent
disinfectant
disposable
dust
dust pan
faucet
fixtures
germs
germicide
gloves
graffiti
lavatory
litter
lotion
mineral
mirror
mop
paper towel
plumbing
porcelain
powder
rinse
scrub
shower
sink
soap
solution
sponge
spray
stain
toilet
trash
urinal
utility
wheelchair
wringing

TRAINING TOPIC NO. 1-2

ROUTINE:
RESTROOM: LIST OF SUPPLIES AND EQUIPMENT

1. Cart
2. Bucket w/wringer
3. Wet mop
4. Dust pan
5. Broom
6. Germicidal cleaner w/sprayer
7. Glass cleaner
8. Sponge(s)
9. Paper supplies
10. Stainless steel cleaner
12. Bowl cleaner
13. Gloves
14. Mirror
15. Graffiti remover
16. Safety signs
17. Door stops
18. Brass brush

TRAINING TOPIC NO. 1-1 - (CONTINUED)

11. Clean mirror.

12. Clean bright work (top/bottom).

13. Clean stainless steel.

14. Spot clean walls.

15. Wipe clean partition.

16. Clean vents.

17. Remove graffiti.

18. Wet mop floor

19. VACUUM CARPET

TRAINING TOPIC NO. 2-2

WATER FOUNTAIN CLEANING PROCEDURES:
MATERIAL LIST:

1. Gloves
2. Germicidal cleaner
3. Brass brush
4. Utility sponge
5. Utility cloth
6. Paper towels

TRAINING TOPIC NO. 2-1

WATER FOUNTAIN CLEANING PROCEDURES:
STEP:

1. Put on gloves.

2. Spray on germicidal.

3. Scrub and descale with brass brush.

4. Wipe with utility sponge.

5. Wipe dry with dry clean cloth or paper towel.

TRAINING TOPIC NO. 3-1

ROUTE:
SHOWERROOM CLEANING PROCEDURES:
MATERIAL LIST:

1. Gloves
2. Safety signs
3. Door stops
4. Germicidal Cleaner
5. Lobby pan
6. Broom
7. Deck brush
8. Dry cloths
9. Bucket with wringer
10. Pressure washer or foam gun
11. Safety goggles

TRAINING TOPIC NO. 3-1

ROUTE:
SHOWERROOM CLEANING PROCEDURES:
STEP:

1. Put on your gloves and safety goggles.

2. Place safety signs in proper place(s).

3. Wedge door(s) always at bottom.

4. Police litter.

5. Spray on germicidal cleaner with pressure washer or foam gun. Let set for three to five minutes.

6. Scrub walls with deck brush.

7. Rinse and wet vacuum.

8. Wipe dry all bright work.

9. Wet mop floor with germicidal.

Questions from "Cleaning Plumbing Fixtures": Write the number of the paragraph in which you found the answer; then, write the answer. Please watch spelling!

1. When you mix chemicals with water, you have made a cleaning_____

2. Which cleans better, a neutral detergent or a cleaner-disinfectant?_____

3. What helps to decrease the growth of germs in a lavatory?

4. Why is it necessary to use a percolator brush to clean drain covers?

5. How does a lotion cleanser work in cleaning a lavatory?

6. What is the problem with powdered cleansers?

7. Which kind of cleaner will make the porcelain deteriorate?

Questions for the remainder of "Cleaning Plumbing Fixtures". These questions are from 2.16-2.33. Be sure to write the NUMBER of the paragraph in which you find the answer. Write your answer on the lines provided.

1. How do you unclog the liquid soap dispenser valve?

_____

_____

2. Why shouldn't you directly spray surfaces with cleaner-disinfectant?

_____

_____

3. What should you do to get the best use from a cleaner-disinfectant?

_____

_____

4. How can you find the mineral build-up on the underside of the rim of a toilet?

_____

_____

5. Which do you put in first the spray bottle, the chemical or the water? Why?

_____

_____

6. Why should you wear gloves and goggles when you clean lavatories and toilets?

_____

_____

7. How can you prevent the surfaces of the sink from appearing dull?

_____

_____

8. Why shouldn't you <u>pour</u> a liquid cleanser onto the stain directly?

_____

_____

9. What is the purpose of a <u>wringing</u> cover?

_____

_____

10. What is the word in 2.25 that means "too much"? _____

COURSE OUTLINE

READING FOR BASIC UNDERSTANDING - 2

Continuation of basic reading. Focuses on teaching students to read material they use at their workplace as well as on general basic reading skills. Workplace manuals and textbooks are used.

OBJECTIVES

Upon completion of this course, students will be able to:

- Read directions concerning job requirements
- Read material they need to understand outside the workplace
- Read material of their own choosing

TOPICAL OUTLINE

- Subject/verb agreement
- Count/noncount nouns
- Reading problems in math
- Vowels
- Stress in polysyllabic words
- Seasonal words
- Pronunciation
- Prepositions
- Pronouns
- Subject/verb agreement
- Constructing questions
- Recognizing clauses with interrogatives
- Present and present perfect tenses
- Use of "but"
- Apostrophe to show possessive
- Homonyms
- "So" clauses
- Using auxiliary in negative answers
- Questions and answers
- Opposites
- "Because" clauses
- Indefinite articles
- Use of hyphen
- Use of the prefix "un"
- Use of "although"
- Pluralization
- Who's/Whose
- "Ick" and "ack" words
- Adverbs

OTHER

- 40 hours

TEXTBOOK

Real Life Reading Skills

OBJECTIVES FOR TERM 2

Week 1	Grammar: Subject/verb agreement Use of count/non-count nouns Reading problems in math
Week 2	More count/non-count nouns Vowels: discrimination between short/long U. Stress in polysyllabic words (syllabication)
Week 3	Went over words (and sang) seasonal secular songs "How to Clean the Curtains" (Real Life Reading Skills, attached) Tape a dialog between students to be transcribed later for reading/pronunciaton purposes.
Week 4	Continue to tape dialogues for reading/pronunciation. Preposition usage
Week 5	Transcribe one student's taped journal. Subject/verb agreement, especially 3rd person sing. Pronunciation of long and short i and o for ESL student. Demonstrative pronouns, sing. and plural Prepositions: go to a place; go to the store to buy something. Constructing questions using who, what, when, and where.
Week 6	Recognizing clauses with who, what, where, and when; interrogatives. Present and present perfect tenses Use of "but" to show a contrasting clause. Use of transcribed dialog to enhance sight vocabulary. Use of apostrophe as possessive.
Week 7	Recreational Reading from Scholastic, "Action Unit" Homonyms Go over transcribed dialog. "So" clauses Using auxiliary in negative answers.
Week 8	Questions requiring short answers; to be, and auxiliaries. "So" clauses (as a result of) Recreational reading. Opposites. How much/many in accordance with count/non-count nouns. Use of "because" clauses.
Week 9	How to use indefinite articles Use of hyphen Use and meaning of prefix "un-" How "although" contrasts with "but" in usage.
Week 10	How to pluralize; why an additional syllable is sometimes added Use of "who's" and "whose" Contrast "-ick" and "-ack" words, using WordSlide Adverb usage and position in sentences.

12/3/91
Did evaluations in class.
Grammar: subject/verb agreement
A little/a few; how much/many: count and non-count nouns

12/5/91
Went over spelling words of ABLE to determine types of errors
Reviewed homework for "how much/many"
Began reading problems on math part of ABLE

12/3/91
Went over spelling words of ABLE to determine types of errors

12/5/91
Only one student present, so we reviewed "a" and "ai" words; he has trouble understanding that letters have sounds although his proficiency at reading is better than some of the others. He relies completely on visual and needs help in audio in order to improve spelling.
Went over Reading Comprehension of ABLE. He was able to see what kinds of problems he had.

12/10/91
Reviewed use of "a lot, a little, a few."
Introduced short and long u.
Determined stress in polysyllabic words.
Introduced difference between use of present/present continuous.

12/10/91
Went over word problems from ABLE. They also have weak math skills, but the reading had improved. Problem types included all operations and some two-step problems.
Discussed a TIMEX advertisement after reading it.

12/17/91

Went over words of (secular) seasonal songs.
Real Life Reading Skills
Pronunciation for the ESL student.
Taped a dialogue between the students about fixing a clogged pipe.

12/19/91

Went over transcribed dialogue, most of the ESL student's input had been unintelligible on the tape and had to be reconstructed according to context. He was extremely reluctant to listen to himself on tape, but after doing so, recognized that he must slow his rate of speech because he could not understand himself.
Reviewed use of "a lot of, much, many".
Sang songs (from 12/17).

12/17/91

Spelling test: all words from Dolch 220 beginning with "A".
Short and long o.
Went over words of seasonal songs.

12/19/91

Review of "c" sounds.
One of the students had not done the Wordslide homework, so he did that while the other student and I went over the first two pages of "Skin" by Roald Dahl.
Reviewed (at a student's request) how to find amount of savings given a %.
Sang seasonal songs.

T: Yean, I got my card today, I mean yesterday. I'm going to the doctor tomorrow.
R: Oh, you got your insurance card?
T: Probably
R: No, it's good; they're only going to pay a certain amount of the money, I'll tell you that right now. We're going to have a silent session.
T: You're going to make me talk not matter how...e, y, dos, e, e, i, e, this is e, oh man, this is e, this is i,
N: Y
T: Y, Y. That's the reason why nobody calls me Antonio, it's a lot easier...a lot more letters in Antonio.
R: Antonio.
T: Uh huhh
N: Could you write on a piece of paper?
T: Here's a piece of paper.
N: ...paper towel.
T: Still paper.
N: It's not a piece of paper. That's a paper towel.
T: Okay, okay. Okay. I don't have any paper.
N: Here.
T: Thank you.
N: You don't have any paper?
T: No, it's amazing. I can get a lot of paper, no problem

N: What about it?
T: That's my real name. Not like that

N: What is that?
T: I don't know, it could be the name of a person, right? Tony...
N: Tony. What kind of name is that? You said it's not your real name.
T: It's not.
N: So what is it?
T: It's supposed to be somebody else's name, I guess, somebody's name, not mine.
T: ...nickname?
N: Un huhh.
T: This is my nickname. Oh, see that?
R: That's the reason why I think they call you Tony.
T: Because it's too complicated for Americans to say Antonio.

R: That's the same thing as Italians, Italians do the same thing, right?
T: Yeah, Italian, Spanish...Brazil. No, in Portugal and Spain, Tony is Tony, Antonio is Antonio. They are two different names. That's why I say that's the way it's supposed to be. They say Anthony, too. They have Antonio, Tony, and Anthony.
N: Tell me about Virginia again.
T: Tell you about Virginia?
N: Un huhh
R: How you went to Virginia.
T: Oh yeah, a lot of cars, had to pay tolls...
N: What about moving there?
T: Well, if you're going to move there, you have to buy a house, find a job there, and there aren't any jobs.
N: We have to work on your pronunciation.

1/7/92

Taped spontaneous conversation to be later transcribed for a reading lesson.

preposition usage (especially for the ESL student).

Question formation using past tense with how much/many.

1/9/92

Read the dialogue transcribed from 1/7. Used the tape to confirm what was said when necessary. Seems to be working effectively. The ESL student has requested pronunciation tapes.

Went over the vocabulary for "The Last Man on Earth" (Scholastic Action Units) and listened to the tape of the student who had recorded his reading of it. It was interesting to see his response to his miscues and hesitations on the recording. They got involved with the story. Went over comprehension questions at the conclusion.

* * * * * * * * * * * * * * * * *

1/7/92

Spelling, (using Wordslide, of words with patterns -od, -ode, and -oad.

Used ~~p.~~ 8 (Chapter 1) of plumbing article to help students know how to construct questions from information provided. Their assignment is to construct questions from the 5 assigned paragraphs.

1/9/92

Students had not constructed questions after having read the assigned paragraphs; they seem to think it is too difficult. Since they had read the assignment, we went over the questions I had devised and located the paragraph in which they were located.

I read part of Roald Dahl's "Skin", a short story of which they had been given copies. I learned that they so far do not consider reading as a pleasurable activity, something a person can do for entertainment even if the material catches their attention. They seemed to be involved with the story, but will they continue to read it for homework?

Used the Wordslide to analyze spelling errors. I said a word, and each student had to make it on his own Wordslide. All words contained short e. This activity seemed beneficial to them and was of great assistance in helping me ascertain (in other than the traditional paper-pencil way) what consonants are giving them difficulty, and in what position (i.e., initial or final).

Chapter 1, p. 8, "Rest Room Ceilings".

Write the number of the paragraph in which the answer to the questions is located.
You are responsible for knowing how to read and SPELL the vocabulary from this selection, as follows:
building, plumbing, lavatory (-ies), material, plaster, type, ceiling, watertight, metal, often.

1. What are the three types of rest room ceilings?

2. Where should acoustical tile NOT be used? Why?

3. On what type of surface is acrylic paint used? What is the other substance used on this type of surface?

4. What is the purpose of using these materials on plaster?

5. What is the advantage of using accustical tile?

* * * * * * * * * * *

Answer the questions below after carefully reading "Lavatories" (pps. 8-0). Learn to read and SPELL the vocabulary listed below.

bolted, mounted, floor, cabinet, acid, clean, spout, valve, chrome, rubber, stopper, drain, plastic, soap, pipe, school, bowl, without, germs, chair.

1. Give two facts about what determines the height of mounting lavatories.

2. What kinds of soap are used?

3. With what are spouts and valves generally plated?

4. Which type of soap is the least used? Why?

5. Describe the lavatory designed for the disabled.

6. How do patients use soap dispensers? Why?

1/14/92

went over one student's (oral) taped journal. He read it quite fluently, telling me that he did not listen to his recording while reading it because he thought that would be "cheating". This means that his sight vocabulary has increased greatly, at least with words in context.

He had difficulty in pronouncing some of the contractions he had said on the tape, so we went over the ones is his journal that were giving his problems. The most difficult seemed to be "-'ll".

Although I had gone over contractions earlier in the term, it is obvious that there wasn't much carry-over. I assume that this was because there hadn't been enough practice and that there wasn't sufficient context for application.

This student has become extremely motivated to help himself learn to read. He tapes a TV program which is teaching basic reading and apparently finds it helpful in that it reinforces what we do in class.

He says he will do whatever he has to do to learn to read even after the classes have finished. We did not have a chance to go over the newspaper article he brought in (he says he's understanding more of the articles).

We went over the assignment in PW, p. 13. He still has trouble remembering subject/verb agreement in number with 3rd person singular.

We went over his assignment on long o, and discussed what made it sound long, and what sounding long actually means, and how it affects spelling.

1/16/92

Went over pronunciation of /iy/ and /i/ for the ESL student.
Discussed demonstrative pronouns this/these, that/those.
Discussed construction of go **to** a place, but visit a place with no prep.
Subject/verb **agreement** in number with "want(s) to".
Discussed constructing interrogatives using who, what, when and where.
Taped a short dialogue for later transcription.
Went over long/short c picture words for the ESL student.

1/14/92

One student was absent, one was 1½ hours late, so I went over long and short e with the one who came, since he had been absent for two weeks.

In going over these sounds with him, it became increasingly apparent that he has relied totally on visual cues for spelling. Because he was by himself, I was able to ascertain that he really doesn't know all sounds of single consonants, much less blends and digraphs. We will have to backtrack to clear up this confusion. He especially confuses "c" with "ch" because he said somebody had taught him that "C" was the sound for "Charlie".

He is quite a fluent reader but guesses randomly at polysyllabic words. He brought in an sports article from the newspaper which he read orally. He was interested in the story because he had been coached by the individual in the article. In decoding the longer words (which he glossed over even though what he was reading made no sense) I tried to get him to break them into syllables. Because he is basically a sight reader and has few, if any, decoding skills, this method was not successful at this point.

We used the Wordslide to make words beginning and ending with -ch-. He has particular difficulty in differentiating final k from final t. They actually do sound similar, so I try to have him focus on which part of the mouth is producing the sound. He also has trouble distinguishing "P" from "B", and "M" from "N". These confusions seem to be deep-rooted because of such a long-standing duration.

1/16/92

Initial consonant review.

Went over -l and -r blends. Two of the students have difficulty in differentiating the two blends.

Gave the spelling test on the first column of the Dolch 220 so that students could analyze difficulties. The visual learner did quite well.

Went over "Heart of Gold" and related skills (Scholastic Action Unit), which the student enjoyed.

Discovered the depth of the student's difficulty in spelling when I dictated a short note for him to leave for his wife. Given the student's lack of sound/symbol knowledge, he has confusion regarding do/did and don't/didn't; he also has problems with such short words as get/got. I'm sure working with the Wordslide will alleviate this problem.

1/21/92 No one came; one student came to tell me he had to present some plans before the review board. He brought me a video tape of the reading lessons he's been taping from the television to find out what I think of them. He also brought me another tape to transcribe for his oral journal. Although time-consuming for a teacher, I know this is an effective way to teach sight vocabulary as well as structural elements.

1/23/92 Recognizing clauses with who, what, where, and when and making interrogatives from them.
Went over confusion between "where" and "there" of the ESL student; also the difference between the present and present perfect tenses.
Taped a spontaneous dialogue.
Sentence completion using "but" clauses to show contrast.
Read the transcribed dialogue from
Introduced the apostrophe to show possession; confusing because of its previously having been a contracted form for "is" or "has".

1/21/92 All students were present for the first time in weeks. Contrary to what I had believed, one of them had been fascinated by the Dahl short story, "Skin". In fact, it was the one whom I'd believed would like it, and chose it for him because he is working the most diligently in the class. It was extremely rewarding to find him so enthusiastic about reading for enjoyment. In going over a small section of the story (we work our way through a bit each session), I discovered he was able to read, in context, words that he would never use in his speaking vocabulary, such as "overwhelmingly outraged". The others still seem to be intimidated by reading for pleasure, so I will attempt to find materials that will motivate them.

Some of the students do not choose to read "Skin" at home; however, they seem engrossed in it when we go over it in class. They become interested even in vocabulary expansion. Incidental teaching included affixes and change of stress when affixes are added to root words. For example, they had difficulty in getting the word "exhibition", but knew "exhibit" and the affix "-ion". The same was true of desperation (despair-desperate). They enjoyed learning about the connection between "lunar" and "lunatic".

Although students have some notion about sound/symbol correspondence (although this still needs work), they also seem to be confused about the order in which they hear the sounds. So, we went over in what position specific sounds were heard in certain words. For instance, where is the /s/ heard in the word submarine? Bus? Dinosaur? For this exercise, I taught them the terms "initial", "medial", and "final" to describe the position of the consonants.

For phonics drill, we went over the 2 sounds of "-own" (town, grown). For homework, they are to find as many words as possible with "-ou", using the wordslide.

1/23/92 Since the only student present was the one who had evidenced interest in the Dahl short story, "Skin", we finished it. I learned a great deal from observing his struggles with the words, which didn't have as much to do with decoding as usage. He is a person whose tremendous potential has never been tapped. We discussed ways in which he might expand his listening vocabulary so that the reading of more sophisticated language wouldn't seem like a foreign language. He was somewhat disillusioned by the outcome of the story - he wanted it to have a more cheerful ending, but said it was interesting, and that he'd like more.

1/28/92

Went over "Heart of Gold" (Scholastic Action Unit), a homework assignment which the students enjoyed. One of them still has trouble decoding because he inserts letters, usually before the vowel. In this case, he insisted on calling "bought", "brought", so we went over the two verbs in the present, past, and present perfect tenses. The ESL student had trouble with making negatives in either present or past because he's accustomed to simply inserting "no" before a verb ("I no have a pencil").

Discussed the troublesome no/know and new/knew combinations.

Went over transcribed dialogue from previous lesson.

1/30/92

Went over homework, answering questions using affirmative and negative (PW, p. 19-20). Again, the ESL student had difficulty because of verb changes in the affirmative and the use of the auxiliary in the negative, but he's beginning to understand what it is he doesn't know, which is the most valuable first step.

Taped a spontaneous dialogue for later transcription.

Discussed "so" clauses (PW, p. 18) and how they are used in sentences.

1/28/92

Gave a spelling test of the assigned words (D-H) in Dolch 220. Although this method is somewhat distasteful to me, it seems to motivate them to memorize the words, and then they can see what types of difficulties they have on the "test".

Went over the assigned -ou- words, using the Wordslide.

Read and discussed the plumbing question on the "Special Lavatories" section of Chapter 1.

Introduced the "c" sounding like "s" concept depending on the vowel following it. This type of "rule" learning doesn't seem to be too effectual. One student said he learned that "c" stands for the first sound in "Charlie" so they don't have much faith in rules.

1/30/92

Used Wordslide to arrive at spelling words ending in -at and -ate.

Continued answering questions from Chapter 1 of the plumbing article.

Plumbing Questions: pages 9 (Special Lavatories) - 11 (Toilets)

You will be told what vocabulary you are responsible for learning during class.

Write the paragraph number where you located the answer in the first blank.

1. Write what a fountain sink looks like.

2. How is the flow of water controlled?

3. What type of sink is made of fiberglass or plastic and has sets of waterspouts and valves arranged side-by-side?

4. For what reason are utility sinks deep?

5. Describe the water spout. Why is it like this?

6. What is the purpose of the metal plates around utility sinks?

7. Describe chemical sinks.
Why are they like this?

Toilets

1. Name the two types of toilets, where they are found, and how they are attached.

a.

b.

2. Which way of mounting is more advantageous?
Why?

3. Which is the most efficient way of mounting partitions?

4. Name the two types of toilet seats.

a.

b.

5. Which type is better? Why?

6. How are toilets for people in wheelchairs different from the usual ones?

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2/4/92

Taped questions requiring short answers for the benefit of the ESL student so he can get accustomed to using "to be" and auxiliaries in short answers. The other student answered the questions I asked as we taped. This will be transcribed for 2/6.

Went over the dialog from the previous session. It was quite interesting since it had to do with the problems between the US and Japan in trade.

Went over "so" clauses meaning "as a result (of)".

2/6/92

Read "After Twenty Years" which had been assigned for homework. It was a scaled-down version of the O. Henry story and was therefore quite difficult to figure out.

We went over the short answer transcription. The student having reading difficulties read the questions to which the ESL student had to respond. He finally seemed to be understanding that listening to the first word of the question will help him understand how to respond.

Went over opposites (PW, p. 25), which caused no problem.

Reviewed how much/many with the ESL student (to reinforce count/no-count nouns). He had no problems except that he couldn't understand why it was called "toothpaste" and not "teethpaste". He wondered if that meant you brushed only one tooth at a time. His sense of humor becomes increasingly evident.

Assigned PW p. 27, using "because" clauses for homework.

Reviewed subject/verb agreement in number (PR, p. 17). Both are unsure when to add -s to verb.

2/4/92

Read orally the section on the plumbing article (Chapter 1) regarding urinals.

Began "Buying and Selling a House" from a pamphlet given to us by the director of the program. Although it is too difficult for them to read, it is excellent to expand their aural vocabulary, and they're very interested in it because it's information needed to survive.

2/6/92

One student came, the one who is extremely persevering. He brought in poems of the child of his girlfriend. We talked about what they could symbolize in her young life. He said she helps him with his reading.

We read "After Twenty Years" at sight - he hadn't been assigned it. It was actually too easy for him. Since he seems to be becoming more and more interested in reading, I encouraged him to get a library card. He then became aware that the librarian should be able to point him in the direction of the kinds of materials he would be able to read at his level.

He had begun to read "You Were Perfectly Fine" (Dorothy Parker) but had not finished - I think her style wasn't exactly his type. But when I read it to him, he enjoyed it more and actually said it was easy. Now it seems he should get books on tape. He has a really good attitude and has become much less tense about the reading process. It is a tremendous help that he can speak to the people at home about his reading situation and without shame.

(2/11/92)
Discussed "After Twenty Years" by O. Henry. Discussed the prefix, un-.
Discussed use of hyphen.
Discussed problems with bifocals.
Studied usage of a/an.

(2/13/92)
Discussed meaning of "although" and contrasted position in sentence with "but".
Discussed plurals.
Went over short answers with emphasis on auxiliary in the question.
Discussed differences between "who's" and "whose".
Using WordSlide, went over -ick and -ack words.

(2/11/92)
Went over skills for "Big Man".
Previewed vocabulary found in "The Family" (from an ESL reader).
Went over a payroll sheet, the vocabulary and how the figures are derived.

(2/13/92)
Spelling test from 220 list.
Went over the 2 sounds of -own (down, flown)
Plumbing article.
Read and discussed "The Family".

(2/18/92)
Reviewed (short) answers to questions.
Went over interrogative words, who, what, when, and why.
Discussed adverb usage and position in a sentence.
Discussed when to use "a" and "an" before nouns.
Read "Help Wanted" from Scholastic Action Unit.

(I was absent for session on 2/20.)

(2/18/92)
Went over questions for final part of chapter plumbing. Answering in complete sentences seems to be better understood.
Went over vocabulary questions (assignment) from "The Family".
Discussed "Buying and Selling Real Estate" from the booklet on New Jersey laws. Topics involved are very motivating for students.

(I was absent for session on 2/20.)

Answering questions with short answers.

1. DO you have a Cadillac?
No, I DON'T. I have a Chevy Malibu.

2. DO you have a Mercedes?
No, I don't, but I know someone who DOES.

3. DO you live in Jackson?
No, I DON'T, I live in Browns Mills.

4. DO you have a Rolls Royce?
No, I DON'T.

5. DID you have ham and eggs for breakfast?
No, I DIDN'T.

6. ARE you a millionaire?
No, I'm not.

7. ARE you going to leave work early today?
No, I'm not.

8. DO you have enough money?
No, I don't.

9. IS it going to rain tomorrow?
No, it ISN'T.

10. DID you eat breakfast this morning?
No, I DIDN'T.

11. Will you leave work early today?
No, I WON'T.

12. Did you watch the football game last night?
No, I didn't.

13. Do you know what you're going to have for dinner tonight?
No, I don't.

14. Did your wife buy a new dress on Saturday?
I don't know.

15. WERE you sick over the weekend?
Yes, I WAS.

16. Did you take medicine?
Yes, I did.

17. Did you get it from a doctor?
Yes, I did.

18. Was it prescription medicine?
Yes, it was.

19. Do you feel better now?
Yes, I do.

20. Do you have a saxophone?
Yes, I do, I BOUGHT it for my kid.

21. ARE you married?
Yes, I am.

22. DO you have any kids?
Yes, I do.

23. Do you have a tuxedo?
Yes, I do.

23. Did you ever wear it?
Yes, I did, at my son's first communion.

(3/3/92)

Since one student was getting bifocals (most unhappily) for the first time, and another was having problems with his, I brought in some literature on "no-line" glasses which we went over. They were most interested.

Went over filling out of sample requisitions, which I discovered the custodian was supposed to do but didn't know how. I've requested he bring in some forms as well as the catalogue.

(3/5/92)

Went over adverb order (assignment) from Practical Writing (PW).

Spent most of the time going over the Language Experience exercise. I had been writing the complete transcription of the students' recordings, but have begun to make it into a cloze exercise by leaving out words that appear in the Dolch 220 and having them fill in the blanks. This should prove beneficial for all areas of reading/writing improvement, as well as listening.

(3/3/92)

Went over multiple choice questions from "The Family". It became obvious that this type of comprehension question is foreign to the students, so we will do more in the future. Although the material comes from an ESL text, the students are benefiting from the non-technical approach to grammar.

Discussed the meaning of "re-" to prepare for homework assignment.

Went over noun, verb, and adjective forms of vocabulary found in the text. It became apparent that they had not had basic instruction in grammar and therefore found it somewhat difficult to create two sentences with different functions for the word "control", for example. This might be a good way to get them to write since they refuse to keep the simplest of journals.

(3/5/92)

Went over "Mary Hays" from Scholastic Action Unit One which has become too simple for the students mainly due to a too-short sentence length. It seems that the company no longer publishes this type of material because the students have really enjoyed it and would have profited from the same type of literature at a more difficult level. Guess I'll have to research and improvise.

Went over the homework for "The Family" (vocabulary exercise). Difficult for them to do multiple choice for vocabulary in context even for common words.

Discussed and read vocabulary for the unit entitled "Fast Food" in the ESL Reader. They are to prepare the entire unit, whose format is the same as the previous, for next week.

Distributed another booklet entitled "Equipment Installation" (EI) and told them to go over pages 3-5 independently of the first lesson - Preparing the Site. We'll begin going over the vocabulary in the same way that it is presented in the ESL booklet.

Went over a payroll statement in which they had to figure the net pay from the given deductions, salary, and overtime. In doing this, it became apparent that their math operational skills are on a par with their reading level.

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(3-10-92)

Went over Language Experience story which included cloze.
Distributed and went over course evaluation.
Administered ABLE

(3-12-92)
Went over worksheet for Equipment Installation, paragraphs 1.01-1.08.

(3-17-92)
Went over vocabulary for job orders.
Discussed how to make a noun from a verb, and vice versa.
Reviewed spelling patterns for "long a".
Went over vocabulary from Chap. 1 of preparing site for eq'mnt. installation.

(3-19-92)
Went over carpenter's plans for vocabulary recognition.
Went over a job order.
Talked about the situation in S. Africa and the possibility of changing it.

(3-10-92)

Filled out registration forms for third session
Filled out course evaluation forms.
Began Site Preparation and noun and verb forms of words from it.

(3-12-92)
Administered ABLE
Read from sight a fable and went over the symbolism and moral from it.

(3-17-92)
Went over noun/verb forms from Site Prep. and comprehension questions.
Went over vocabulary for homework assignment; introduced adjectives.
Assigned students to find and write all "wr-" words in the dictionary.
Administered another section of ABLE

(3-19-92)
Went over students' "wr-" words.
Went over worksheet containing exercises from 1.09-1.22.
Discussed the prefixes on the worksheet.

(3-24-92)

Speaking of Survival (SOS): substitution drill.
Went over an actual part of a work order for the carpenter.
Using the Wordslide, created words with -ate, and -ame, still confusing to him.
Began reading "Plant Safety" (1.01-.02) and began worksheet exercises.

(3-26-92)
Substitution drills from SOS.
Contractions for "BE".
Continued worksheet exercises which entailed root (base) words.

(3-31-92)
Made a tape for pronunciation and reading about job-related concerns.
Chap. 1 worksheet (Plant Safety): nouns, adjectives, adverbs, and verbs.

(4-2-92)
Substitution drills.
Plant Safety: 1.09-1.22 (worksheet)
Prefixes (from chapter): ir-, de-, dis-, in-.

(3-24-92)

Went over vocabulary for "Plant Safety".
Went over above from 1.01-1.14.
Went over prefix ir-, for meaning.
Students to write all ir- words in the dictionary.

(3-26-92)
Went over worksheet (including word forms) and read orally to 1.26.

(3-31-92)
Went over spelling rule for -ie ("i before e except after c").
Went over word parts found in Chapter 1.

(4-2-92)
Spelling rule created confusion because the normal rule is that the "i" should be long. Went over ei sounding as long a, and ie as long e.
Went over vocabulary in context from Chap 1 in "Plant Safety".
Oral reading from 1.27.

EQUIPMENT INSTALLATION

Lesson One: Preparing the Site
Find words in the article (pages 3-5) and put them in the correct column according to other words. Be sure to write the BASE form of the word.

NOUN	VERB
installation	_____
_____	equip
_____	vibrate
insulation	_____
disturbance	_____
_____	reinforce
_____	excavate
_____	align
description	_____
explanation	_____
location	_____
protection	_____
weight	_____

* * * * * * The QUESTIONS below go from 1.01-1.08

1._____What is the first step to be taken before the arrival of the equipment?

2._____What must he take samples of, and why?

3._____Why is it important to have the proper depth?

4._____What kinds of tests do design engineers run on the equipment?

5._____List the 3 components of the engineer's plans.

_____ _____

6._____What must the maintenance supervisor have to move heavy equipment?

(2 things) _____ _____

7._____ Why is it important to be familiar with the plan of the plot?

Fill in the blanks below with a word from 1.08-1.22

VERB	NOUN	ADJECTIVE
maintain		
locate		
		cautious
	connection	
refer		
	assumption	
	energy	
operate		
	information	
	danger	
		safe
permit		
	satisfaction	
		curious
	interference	
remain		
		erect
specify		
	depth	
expand		
press		
weigh		
		strong

Look at the words below. Circle the prefix or the suffix. Then using each word only once, fill in the blanks in the sentences provided.

incorrect precaution disconnect deenergize invisible realign irregular

1. The wires shorted out because he forgot to _____ the plug.
2. His answer was not accurate; therefore, it was _____.
3. The road was _____ due to the heavy rain.
4. Children tend to _____ their parents.
5. Harvey needed an EKG to check out why his heartbeat was _____.
6. As a _____ against electrocution, you should turn off the power before working on wiring.
7. I had to _____ the front end of the car after I drove over the curb.

4/7/92

For vocabulary development and pronunciation, we did "Repairs: Appliances and Auto" from Speaking of Survival. Both native speaker and ESL student are very interested in this book due to its practical nature and pictorial format. Both found in somewhat difficult to so the substitution drills associated with this lesson.

We went over the prefixes found in the first chapter of "Plant Safety"; some of them had been gone over previously, so they were reviewed. Prefixes studied were dis-, in-, de-, ir-, re-, and pre-. The latter is particularly troublesome since they consistently mispronounce it as "per".

We went over the noun, verb, adjective, and adverb forms of words found in Chapter 1 of "Plant Safety".

4/9/92

For the benefit of the ESL student, we reviewed short answers to questions. He has problems hearing the auxiliary verb at the beginning of questions as tends to use only do/don't in his responses. Example: Have you seen "Terminator 2"? He may reply, Yes, I do (or No, I don't).

Went over the fact that use of double negative is not proper in English. The native speaker also uses double negative, so it was helpful to attack this from a "second language" point of view.

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4/7/92

Went over last worksheet (teacher made) for "Plant Safety", ch. 1.

Went over words from dictionary with "soft c" sound (beginning with ce-).

Read "Plant Safety" from paragraph 1.40.

4/9/92

Completed oral reading of chapter 1 of "Plant Safety". As needed, discussed phonetic rules pertaining to troublesome words.

4/14/92

Creating questions from given answers.

PW, p. 33 (both, neither, and agreement); discussed, assigned for homework

Page 5 of chapter 1, "Plant Safety"

4/15/92

Went over homework from PW. Both students had difficulty with sub/verb agreement with both and neither.

Went over "air" as sounding like "ear" and "are".

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4/14/92

Did final quiz in "Plant Safety", chapter 1. Students greatly enjoy doing these quizzes and they must find the location of their answers, mostly because they already know the information contained in the chapter.

For the benefit of the absentees, we went over the previous worksheet.

4/16/92

Making adjectives into nouns (happy-happiness) with words found in the reading material. Worksheet contained affixes -ness, -ity, and -ty.

Reviewed chapter 1 of "Plant Safety".

In Chapter 2, read to 2.13.

Vocabulary: Chapter 1, "Plant Safety"

exercise (v), eliminate, avoid, habit, knowledge, cause, physical, laceration, abrasion, bruise, puncture, fracture, conditions, commit, recognize, hazard, potential, volatile, source, isolate, handling, pressure, defective, mechanism

We form an **adverb** by adding **-ly** to an **adjective** to describe a **verb.** Add **-ly** to the words below and put them in the appropriate blank.

proper safe continuous correct accidental
quick violent clear normal annual

1. His finger was cut off when he_____ put it in the inrunning nip point.

2. Our company gives a donation_____to the United Way.

3. The faucet dripping_____ kept me awake all night.

4. The crazy man stabbed his victim_____

5. We couldn't see the road_____because of the dense fog.

6. If you dress_____for your work you will have fewer accidents.

7. This winter has been unusual; it isn't_____ so warm.

8. The contestant won a million dollars because he answered all the questions_____ and_____

9. We were glad when the children reached home _____ because the weather was so bad.

* * * * * * * * * * *

Use the prefix **un** on the **adjectives** below, then use them to fill in the blanks.

safe necessary expected intentional desireable
wise trained covered comfortable

1. The bed in the hotel was so_____we didn't sleep a wink.

2. The water in the pot boiled away because it the pot was left_____

3. We had to take our_____guests out to eat because there was no food at home.

4. We should tell students that it is_____to drop out of school.

5. I cannot operate a lathe because I am _____ in that area.

6. We often tell children it is _____ to speak to strangers.

7. I didn't mean to step on your foot; it was an _____ act.

8. Falling and breaking my foot was an _____ event.

9. "Love means you never have to say you're sorry" means it is _____ to apologize to the one you love.

* * * * * * *

NOUN	VERB	ADJECTIVE	ADVERB
_____		responsible	
		correct	_____
industry		_____	
	continue	_____	_____
_____	occur		
_____	intend	_____	_____
_____	expose		
_____	create	_____	
_____		hazardous	_____
_____	explode		
vapor	_____		
_____	prevent		
_____	ignite		
accident		_____	_____
poison	_____	_____	
type		_____	
_____	extend		
_____	_____	minimal	
pain		_____	_____
_____		severe	_____

The prefix over- means "too much"; if you overeat, you'll get fat.
Add the prefix **over** to the words below and put them in the sentences below.

Weight load flowed exerted dressed

1. The toilet_____because somebody tried to flush a diaper down it.

2. My wife felt strange because she was_____to go to McDonald's.

3. I am about ten pounds _____

4. Doug's back is in traction because he_____it lifting a wrench.

5. If you _____the truck, you'll damage the springs.

4/21/92

Review of "neither", "both", and correct verb usage with both.

Students had to make a sentence with "short" about people in the picture; both interpreted the word as "shorts" and said "Neither is wearing shorts".

Went over adverbs of frequency in PW (34) and they were to complete the phrases using an appropriate adverb of frequency placed correctly in the sentence. Of course, this was quite difficult for the ESL student.

In Speaking of Survival (SOS), we did the unit on Fire/Robbery; we identified the pictures relevant to those subjects and did the substitution drill.

4/28/92

Went over PW homework, p. 34. The ESL student found adverb placement beyond him.

Reviewed formation of questions using auxiliaries.

Usage of "somebody" and "anybody".

Reviewed inappropriateness of double negatives.

Went over "since" (with a specific point in time) and "for" (with a number), and how both need the present perfect tense.

Went over vocabulary from teacher-made worksheet for Chapter 1 of "Plant Safety".

4/30/92

Taped dialog for later transcription/reading.

Introduced the difference in usage between pres. continuous and simple pres. Went over key words that indicate the difference. Assigned PW p. 28 to reinforce the difference between the two tenses.

Reviewed vocabulary for Chapter 1, "Plant Safety".

* * * * * * * * * * *

4/21/92

Mastering Spelling, (MS) p. 73. Making nouns from adjectives by adding -ness, -ity, or -ty to the adj. form. This (and similar types of lessons) is to help in decoding words from Workplace Literacy materials.

Discussed the use of -er or -or affix to mean someone who does something.

4/28/92

Went over homework from MS (p. 74) with -er/-or endings. They discovered that they had to look the words up to determine the correct spelling since there is no difference in pronunciation. In fact, they are becoming frequent users of the dictionary.

Completed and went over test from Chapter 2 of "Plant Safety".

4/30/92

Chapter 2, p. 25 from "Plant Safety". Dealt with decoding errors as they occured.

MS p. 74, changing verb forms to nouns by adding either -ance, or -ence. This lesson has the additional benefit of reinforcing the -ce sound like /s/ which still creates confusion on occasion.

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5/5/92

Distributed copies of transcribed dialogue from previous session. Discovered ESL student didn't understand "won't" in terms of negative future. Also thought the "whether" was the same as the meteorological term. It's hard to remember how basic his language gaps are (although his pronunciation is terribly hard to understand) because he is so quick; his sense of humor is quite keen.

Went over PW p. 28 which was difficult for him despite the fact that I'd circled the words denoting the appropriate tense to be used. He is not, however, the type to do homework. He says he has too much stuff to do around the house; by the time he gets to my homework, he falls asleep.

5/7/92

Question tags (oral), especially for ESL student.
Long vowel review.
Worksheet 1-C, Plant Safety, chapter 1.

* * * * *

5/5/92

Quiz from Chapter 2, Plant Safety; also, read from paragraph 2.34.
Changing verb forms into nouns by adding a form of -ion (MS, p. 75)
Words that need to add a syllable when -s is added.

5/7/92

Finished MS, p. 75. Again, students have been consulting dictionary.
Introduced changing nouns into basic verbs by removing suffix (MS, 75).
Chapter 2, Plant Safety; Applied changing word forms by comparing "toxic" with "toxicity".
Read paragraph 2.37-end, and took the final test for this chapter.

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Plant Safety

Lesson 2 (part 1) pps. 19-23 (2.23) Practice saying the following words:
encounter extreme toxic illustrate device degree engaged in observant

rotate injurious barrier aisle imaginary tread steady resume designated

consequences access exterior tubular hoist critical ensure convenient

ambient adversely conscious excessive moist pulse tolerance emit radiant

1. You are expected to _____ work after you eat lunch.
2. The _____ temperature was 30 degrees, but the wind made it feel like 10.
3. If you do something wrong, you must be willing to pay the _____.
4. I'm not familiar with this store; on what _____ is the soup?
5. My house is in good shape except for the _____, which needs painting.
6. Alcohol _____ affects a person's ability to drive.
7. I haven't _____ my spouse since our divorce trial.
8. A weight lifter can _____ a heavy weight above his head.
9. When a person is _____ boring work, he may become careless.
10. The _____ cold of last winter caused my pipes to burst.

* * * * * * *

VERB	NOUN	ADJECTIVE	ADVERB
	toxicity	_____	
observe	_____	_____	
_____	rotation		
_____	injury	_____	
bar	_____		
_____	imagination	_____	
	_____	accessible	
	tube	_____	
____	_____	moist	
_____	emission		

5/12/92

PR pps. 71-73 for grammar usage. Students found difficulty using prepositions before streets, towns, and pronouns (as objects).

Due to student interest, we did p. 101 in the same book.

Read orally the first "Plant Safety" chapter. Very slow reading with this group because of many decoding miscues and first language interference.

5/14/92

Took first quiz on first chapter of "Plant Safety". One student was good at siting where he found the answers.

The ESL student had confusion about the words "packs" and "packages".

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5/12/92

Continuation of formation of nouns from verb forms and visa versa (MS, pp. 74-75).

Lesson 3 of "Plant Safety": read orally from 3.01-3.04. Students are not aware of errors they make when they read orally, so I taped them and they found their own mistakes upon playback. I told them this would be a good exercise to try at home if they had a recorder.

5/14/92

Changing nouns to other noun forms (MS pps. 75-76) piano-pianist

"Plant Safety", first quiz of Chapter 3.

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